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ABSTRACT

This guide to second language instruction is intended to help teachers implement the state's goal-based educational model. The material is presented in two parts: (1) planning instruction in second languages, and (2) performing in second languages. Part One provides information on the reasons for studying a foreign language, program and course goals by level, content matter for each level, lesson planning and sample lesson plans, and a guide to assessment activities. The second part of the document provides ideas, examples, and addresses for instructional aids, supplementary activities, tests, travel and study programs, supplementary materials, and reference books. Also included in the second part are sections on culture, careers, English as a Second Language, bilingual education, and second languages in the elementary schools. An appendix lists professional organizations for teachers of second languages. (AMH)

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SECOND LANGUAGES IN OREGON SCHOOLS

Verne A. Duncan
State Superintendent of Public Instruction

Oregon Department of Education
Salem, Oregon 97310
1979

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FOREWORD

Teachers of second languages and administrators and counselors at all levels of instruction in Oregon schools will find this publication informative. It had its beginning in February 1977 when the OAFLT (Oregon Association of Foreign Language Teachers) established the Committee on Basic Standards of Achievement. That committee was later expanded into a joint project of the OAFLT and the Oregon Department of Education.

Committee members represented elementary schools, junior high schools, high schools, colleges and universities, and the languages of English, French, German, Russian and Spanish. Working far beyond their own full schedules, committee members volunteered their time to meet, discuss, research, write, review and edit materials for *Second Languages in Oregon Schools*. Their leadership is appreciated.

Verne A. Duncan
State Superintendent
of Public Instruction

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PLANNING INSTRUCTION IN SECOND LANGUAGES

WHY STUDY A SECOND LANGUAGE?

To open eyes . . . .

Events in the 1970s have perhaps brought language study into clearer focus in the United States. Notable among these events is the signing in August 1975 of the Helsinki Agreement on Security and Cooperation in Europe. The United States committed itself to "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation . . . ."*

When urged 22 months later to appoint a commission to plan ways for the United States to live up to its commitment in the Helsinki Agreement, President Carter agreed to do so, saying:

> I am particularly aware of the importance of linguistic skills and of adequate foreign language instruction. In no small measure friendly and peaceful relations among nations depend on improved communications between their individual citizens, and fluency in another language is one way of achieving improved communications.**

In September 1978, President Carter announced the members of that commission, the President's Commission on Foreign Language and International Studies. Dr. James A. Perkins, Chairman of the International Council for Educational Development, chaired the Commission. Senator Mark O. Hatfield of Oregon served as one of the other 24 members. Their mandate was for one year.

In commenting on the new Commission and on all people across the country dedicated to improving language capabilities and cultural understanding, Doctor Perkins remarked:

> These persons and their institutions must be encouraged by highlighting the important contributions they have made and must make in the future. It will require the combined efforts of both the public and private sectors to raise our capacity to the level of our needs. Hopefully the President's Commission can make a significant contribution to this important task.***

The Commission urged people around the nation to write or phone their ideas and suggestions on its work to implement its objective "to recommend means for directing public attention to the importance of foreign language and international studies."

However *public* attention eventually gets directed to second languages and international studies, students will still wonder "Why should *I* study a second language?" They may find their own answers in what their study may mean to them personally.

Languages express ways peoples see their world. For one person to learn the expressions of others means learning to see their world as they see it. For the person whose first language is English, learning a second language may also mean learning to understand and appreciate English, and the people who use English. It may mean:

having career opportunities, either at home or abroad

acquiring techniques that can be applied later to learning third and fourth languages

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*From Part 4, "Cooperation and Exchanges in the Field of Education," Subsection (d), "Foreign Languages and Civilizations" (Conference on Security and Cooperation in Europe, Final Act, Helsinki, 1975; Department of State Publication 8826, General Foreign Policy Series 298).

**Letter from President Jimmy Carter to Congressman Dante Fascell, Chairman, Commission on Security and Cooperation in Europe, 29 June 1977. This and related information found in AATF National Bulletin (November 1977).

***From letter to interested agencies, organizations and individuals from Barbara B. Burn, Executive Director, President's Commission on Foreign Language and International Studies, circa October 1978.

understanding relationships among different cultures, recognizing similarities and differences . . . and respecting those differences

seeing economic, social and political histories of the United States in light of different cultures

appreciating variations in governments and political theories, and their ties to economic, social and political histories

enjoying leisure more—books, travel, concerts, theater, movies, TV

satisfying a personal goal—just to learn another language! appreciating language for its own sake . . .

Although one second language may be more practical or advisable or available than another at a given time or place, *Second Languages in Oregon Schools* transcends one second language. Its SUGGESTIONS, hopefully, will apply to any second language, whether classical or modern, rarely or frequently taught.

Its perspective is goal-based planning.

GOAL-BASED PLANNING & CONTENT BY LEVELS

Oregon manages K-12 instruction by means of GOAL-BASED PLANNING (*not* competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In second languages, just as in any other instructional programs offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the teacher of second languages be concerned? These are questions to be answered before effective planning of a second language curriculum can proceed.

Each teacher must realize that planning a second language curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: state goals for Oregon learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and teachers of second languages think a student ought to get out of second languages and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the teachers of second languages think a student ought to get out of, say, Spanish or Russian and how is that to relate to Program Goals?

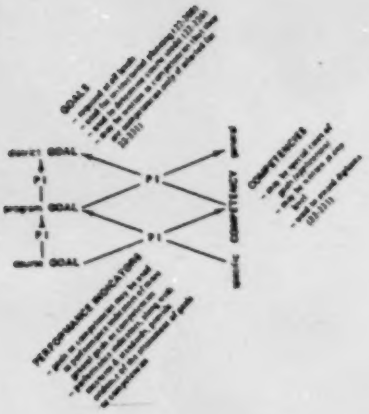
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of GOALS, *goals local districts themselves write*. Districts assess whether students get diplomas by means of COMPETENCY, CREDIT and ATTENDANCE, *requirements local districts themselves fix minimums for*.

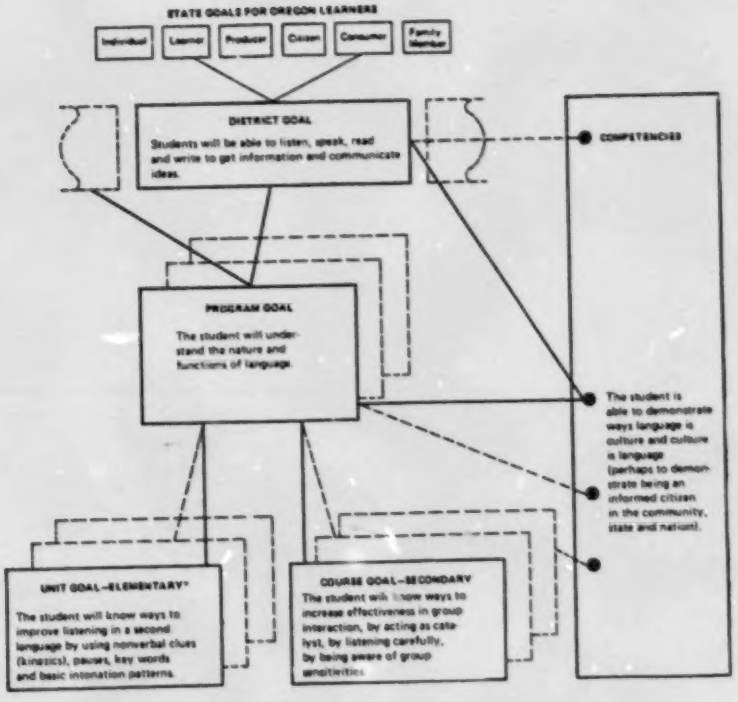
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit*. For students, it means having demonstrated they can likely APPLY outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof ALL students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for APPLYING skills and information ACQUIRED from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement ALL students must demonstrate. If only SOME must—say, only those who take German or French—the statement is NOT a competency in Oregon. Waivers aside, ALL students must demonstrate ALL competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.



For example, in second languages:


STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
DISTRICT GOAL
Students will be able to listen, speak, read and write to get information and communicate ideas.
COMPETENCIES
PROGRAM GOAL
The student will understand the nature and functions of language.
The student is able to demonstrate ways language is culture and culture is language (perhaps to demonstrate being an informed citizen in the community, state and nation).
UNIT GOAL–ELEMENTARY*
The student will know ways to improve listening in a second language by using nonverbal clues (kinesics), pauses, key words and basic intonation patterns.
COURSE GOAL–SECONDARY
The student will know ways to increase effectiveness in group interaction, by acting as catalyst, by listening carefully, by being aware of group sensitivities

*The term unit goal is used at the elementary level in lieu of course goal, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own second language program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. *It should not be used to limit what is planned. Rather it should be used as a starting place.**

*For more information on goal-based planning, see Oregon Department of Education publications *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (1977), *Planning the Education of Oregon Learners: Setting Goals* (1975), *Writing District, Program and Course Goals* (1977) and *Measuring Performance: Verifying Competencies through Observation and Judgment* (1977).

As teachers of second languages help develop or revise local goals, they must remember to balance alternatives.* Will *all* students have equal *opportunity* to profit from second languages? Have plans provided for students who, for example,

may not complete schooling locally . . . or at all?

may not study second languages beyond elementary or secondary school?

may study second languages beyond elementary or secondary school?

may be handicapped or gifted?

may use second languages in vocations or for leisure-time satisfaction?

If local goals do balance alternatives, and students meet local goals, then students should reasonably meet state goals. Having learned a second language, might a student, for example, be a better

INDIVIDUAL for having compared his or her own language and culture to another?

LEARNER for being able to listen, speak, read, write in another language?

PRODUCER for adding a vocational or avocational opportunity using a second language?

CITIZEN for tolerating others and their points of view?

CONSUMER for learning different economic obligations of self, family and society?

FAMILY MEMBER for understanding social units here and elsewhere?

Students who make the most of their *opportunities* in second languages may along the way reach other goals, as in *this EXAMPLE*:

District Goals

Students will be able to listen, speak, read and write to get information and communicate ideas.

Program Goals**

The student will understand the nature and functions of language.

The student will be able to reproduce the sounds and patterns of a second language.

The student will be able to read in a second language.

The student will be able to write in a second language.

The student will know advantages and possible uses of a second language.

The student will be able to communicate with those who speak a second language as their native language.

The student will value the culture of those who speak a second language as their native language.

The student will value the acquisition of language skills for vocational and avocational pursuits.

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*See pp 7-13 in *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

**With minor changes, and the addition of the last one, these are the same "SUGGESTED GOALS" used as program goals on page 53 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

Course Goals

Assuming, for instance, a traditional four-year secondary sequence, goals for a first-year course (often thought of as "Level I"*) might focus on helping students acquire skills in understanding and speaking a second language—including pronunciation, vocabulary, spelling, word formation, sentence patterns. Students could begin to compare American and second language cultures. For example:

The student will be able to listen for comprehension by identifying sounds and key words.

The student will be able to memorize sounds and repeat them until internalized.

The student will be able to respond orally to the spoken language.

The student will be able to read to experience the structure of the written language.

The student will be able to write complete sentences.

The student will know that second languages increase knowledge of other cultures.

The student will know ways second languages can be used in careers and leisure.

Goals for a second-year course (often thought of as "Level II") might emphasize listening, comprehending and speaking, and reading and writing skills. Students continue to learn culture as an integral part and reflection of the language. For example:

The student will be able to listen for ideas and information.

The student will be able to respond orally to questions and participate in conversation.

The student will be able to read for comprehension by using word families and contextual clues.

The student will be able to write paragraphs with transitions.

The student will be able to name countries in which the second language is spoken and know cultural differences and similarities among them.

The student will know careers in which a second language is a primary skill, a supportive skill, and a "plus factor."**

Goals for third- and fourth-year courses (often thought of as "Levels III and IV") might emphasize communication skills, especially reading and writing. Students might participate in free oral expression and write paragraphs and short themes. Current materials of topical interest may become appropriate instructional resources. For example, for a third-year course (Level III):

The student will be able to deliver addresses of varying lengths.

The student will be able to read abridged or annotated works by second language authors.

The student will be able to write prose (e.g., reports, themes) and perhaps poetry.

The student will be able to understand culture by reading second language literature.

The student will be able to explain how second language skills (primary, supportive, "plus-factor") are used in careers.

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*In Oregon, usually one year equals one level; but . . . see page 14.

**For explanation of "plus factor," see page 47.

For example, for a fourth-year course (Level IV):

The student will be able to discriminate variations in dialects and meaning.

The student will be able to comprehend taped and live conversations.

The student will be able to initiate discussion and conversations.

The student will be able to read material for information and pleasure.

The student will be able to write essays and paraphrase literature.

The student will know the role of second languages as means to gain insights into the nature and functions of communication.

The student will be able to compare personal characteristics to career requirements for using second languages.

Granting that the language itself, the teacher teaching it, the students learning it, and the materials available for it *DO* make a difference, what linguistic content for second language courses (levels) is reasonable? What, and how much of it, should students learn in how much time? A model follows on pages 10-13. Its collective view is from the Indo-European languages (English excepted) most commonly taught at present in Oregon schools, *not* from just *one* second language.*

*French, German, Russian and Spanish are the second languages most commonly taught in Oregon schools. For *separated* and *more detailed* summaries of basic course content by levels for French, German and Spanish, see Tables 4, 5 and 6 (pp 90-110) in Frank M. Grittner's, ***TEACHING FOREIGN LANGUAGES, Second Edition*** (New York: Harper & Row, 1977).

Linguistic Content for Level I
(first-year course?)

PHONOLOGY

- listening and speaking
  - vowels, consonants
  - stress, intonation, rhythm
  - syllabication, accent, liaisons
- reading and writing
  - vowels, nasals, diphthongs, consonants, semiconsonants
  - liaisons, syllable, word boundaries
  - spelling, capitalization, punctuation
  - differences between English and second language

MORPHOLOGY

- listening and speaking
  - determinatives (articles)
    - definite
    - indefinite
    - partitive
    - possessive
    - demonstrative
  - adjectives
    - singular
    - plural
    - masculine
    - feminine
    - interrogative
    - possessive
    - comparison
  - verbs (regular, irregular)
    - tenses (e.g., present, present with future meaning)
    - moods (e.g., imperative)
  - nouns
    - singular
    - plural
    - masculine
    - feminine
  - pronouns
    - demonstrative
    - interrogative
    - possessive
    - reflexive
    - personal (familiar, polite)
    - indefinite
    - disjunctive
  - numbers
    - cardinal
    - ordinal
  - cognates
- reading and writing
  - written representation of the above

SYNTAX

- listening and speaking
  - statements
  - questions
  - commands
  - verbs
  - modifiers
  - pronouns
  - negatives
  - coordinating conjunctions
- reading and writing
  - written representation of above, understanding that word order differs from English

VOCABULARY

- listening (up to 900 words and expressions)
- speaking (up to 600 words and expressions)
- reading (up to 1000 words and expressions)
- writing (up to 600 words and expressions)

Linguistic Content for Level II
(second-year course?)

PHONOLOGY

- listening and speaking
  - diphthongs
  - linkage
  - glottal stop
  - loan words
  - rhythm
  - intonation
  - fusion
- reading and writing
  - written representation of above
    - cognates (real, deceptive)
    - homonyms (real, deceptive)
    - accent, syllabication

MORPHOLOGY

- listening and speaking
  - adjectives, adverbs
  - pronouns
    - direct
    - indirect
  - verbs (regular, irregular)
    - tenses (e.g., present, past, future)
    - moods
  - adjectives and verbs used as nouns
- reading and writing
  - written representation of above

SYNTAX

- listening and speaking
  - nouns
    - direct objects
    - indirect objects
  - pronouns
    - direct objects
    - indirect objects
  - modifiers
  - verbs
    - negative
    - special groups
    - tense (e.g., modals, separable prefix, inversion)
  - prepositions
  - subordinating conjunctions
- reading and writing
  - written representation of above

VOCABULARY

- listening (up to 1000 new words and expressions)
- speaking (up to 700 new words and expressions)
- reading (up to 1200 new words and expressions)
- writing (up to 700 new words and expressions)

Linguistic Content for Level III
(third-year course?)

PHONOLOGY

- listening and speaking
  - increased length and speed
  - improvement of pronunciation
  - nuances associated with stresses and intonations
  - minute pronunication differences
- reading and writing
  - increase in fluency and expression
  - attention to individual needs

MORPHOLOGY

- listening and speaking
  - nouns with articles in all cases
  - personal pronouns in all cases
  - interrogative pronouns in all cases
  - relative pronouns in all cases
  - demonstrative pronouns in all cases
  - adjectives in all cases
  - verbs (regular, irregular)
    - tenses
    - moods (e.g., conditional)
    - participles
- reading and writing
  - written representation of above

SYNTAX

- listening and speaking
  - expressions of time, manner, place
  - expressions of duration
  - relative clauses
- reading and writing
  - written representation of above

VOCABULARY

- increase in vocabulary
- spoken and written vocabulary differing in volume and kind, achieved by listening, speaking, reading, writing
- passive vocabulary larger than active vocabulary dependent on student ability

Linguistic Content for Level IV
(fourth-year course?)

PHONOLOGY

- listening and speaking
  - regional differences
  - dialects
  - stylistic variations in rhythm and intonation
  - stylistic variations in phrasing and word forms
  - pronunciation with attention to individual needs
- reading and writing
  - reading with increase in speed
  - writing with attention to style

MORPHOLOGY

- listening and speaking
  - verbs (regular, irregular)
    - tenses (e.g., agreement of main and dependent clauses)
    - moods (e.g., subjunctive)
    - active
    - passive
  - direct discourse
  - indirect discourse
- reading and writing
  - written representation of above

SYNTAX

- listening and speaking
  - active and passive voice
  - special word orders
  - specificity of patterns
- reading and writing
  - written representation of above

VOCABULARY

- active and passive, dependent upon individual student progress (a wide range of topics yields a wide range of active vocabulary)
- based on ability, interest, maturity of students
- appropriate to various situations

Local program and course goals may need to be written (or rewritten) in light of *alternatives* to traditional levels or years of achievement, for "level" may not mean "year." What goals, for instance, might be suitable for elementary students? for junior high students? Might some students take two or three years to reach one level? others only a few months? What goals might be reasonable for students who may not study second languages beyond high school? who may not finish school? who may want only "a little bit" for travel or leisure? who may want to specialize in languages as a career?

Most four-year second language programs emphasize primarily listening, speaking, reading and writing. They incidentally include information on culture and, perhaps, careers. A few programs may partially reverse this pattern (e.g., including courses or units as "International Studies Center," "Intercultural Communication," "Communication Sampler," "Career Education and Second Language"—see pages 40-41 and 45-51). Other alternatives may open through elementary schools (e.g., FLES—see pages 57-59) and junior high schools.

To articulate a second language program for all grades, teachers within and among schools may need to consider alternatives in light of hours students have in class. Based on the present hours-to-credit ratio in Oregon, students of average language aptitude may need more than five years of instruction just to acquire little more than a "limited working proficiency." On a scale of 0 through 5,* students may need 720 hours of French, German or Spanish, or 1320 hours of Russian to achieve a proficiency of 2.5:

	0	no proficiency
	1	elementary proficiency
2.5 >	2	limited working proficiency
	3	minimal professional proficiency
	4	full professional proficiency
	5	native or bilingual proficiency

Less talented students may be helped by activities and materials that reinforce learning. Handicapped students may be helped by individualized techniques and materials.** Gifted students may be helped by, for example, independent study or credit by examination or Advanced Placement, or perhaps by substituting a second language for part of language arts credit.

Advanced Placement, created by the College Entrance Examination Board to develop a nationally acceptable "college entrance examination," serves not only as an index of standards for college-level work in oral and written second languages and the literature of the second languages but also as a measure of achievement. This examination helps colleges to determine the levels of placement in the college or university second language program and the amount of credit to be awarded. Many high schools offer Advanced Placement courses specifically to help students to pass these examinations.***

Substituting a second language for part of language arts credit may also help some students in Oregon, thereby providing them one more option. Districts, especially those believing second languages contribute to the verbal development of students,**** may substitute one credit of second language for one in language arts.

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*See Peter A. Eddy and Elissa Natelson Allen, "The Effect of First Foreign Language Learning on Second Foreign Language Learning: Another Argument for Language Study in American Education" in *PROCEEDINGS, Part 2: Pedagogy and Linguistics* (Vol. XXIX, April 1978). Issues of the *PROCEEDINGS*, published by the Pacific Northwest Council on Foreign Languages, are available from PNCFL Publications Business Manager, Department of Foreign Languages and Literatures, Portland State University, Portland, OR 97207.

**Teachers who have *any* handicapped child in class and who want help should contact, first, their local special education director *or*, second, their education service district (ESD) *or*, third, the Oregon Department of Education.

***Current information can be obtained from the College Entrance Examination Board, Western Regional Office, 800 Welch Road, Palo Alto, CA 94304.

****Does taking a second language improve verbal ability, or do students with high verbal ability take second languages? For some light on this question of *causal* relationship, see the booklets *Guidelines for Improving SAT Scores* (available from National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091) and *On Further Examination: Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline* (available from Educational Testing Service, Princeton, NJ 08540). See also "Latin, English Vocabulary, and Declining SAT's" in *The Classical Journal* (February-March 1975), pp 42-46.

LESSON PLANNING

Emphasis in lesson planning for goal-based curriculum is on performance. Goals for second language courses must provide an organized sequence of learning. Languages are learned by small steps, taken one by one, until goals are reached (e.g., students learn numbers before stating addresses and phone numbers).

Steps* in acquiring knowledge and skills (cognitive learning) in a second language may look like this:

Step 1	MECHANICAL SKILLS memorizing	PASSIVE VERBAL BEHAVIOR: PERCEPTION perceiving differences and distinctions within sound system of the second language ACTIVE VERBAL BEHAVIOR: REPRODUCTION imitating or reproducing sound system
Step 2	KNOWLEDGE demonstrating knowledge of facts and rules related to grammar	PASSIVE VERBAL BEHAVIOR: RECOGNITION recognizing facts and rules of grammar ACTIVE VERBAL BEHAVIOR: RECALL demonstrating recognition of grammatical knowledge via spoken and written tests
Step 3	TRANSFER using knowledge in new situations	PASSIVE VERBAL BEHAVIOR: RECEPTION understanding new oral and written combinations of materials ACTIVE VERBAL BEHAVIOR: APPLICATION communicating in guided oral and written interactions
Step 4	COMMUNICATION using the second language and culture	PASSIVE VERBAL BEHAVIOR: COMPREHENSION comprehending the second language without benefit of English ACTIVE VERBAL BEHAVIOR: SELF EXPRESSION expressing personal thoughts written or spoken with gestures

*Adapted from *Modern Language Performance Objectives and Individualization: A Handbook*, by Rebecca M. Vallette and Renée S. Disick. © 1972 by Harcourt Brace Jovanovich, Inc. Used by permission of the publisher.

Steps* in acquiring attitudes, moods and feelings (affective learning) in a second language may look like this:

Step 1	RECEPTION acknowledging the second language and culture	PASSIVE VERBAL BEHAVIOR: AWARENESS perceiving similarities and differences between the American and second language culture ACTIVE VERBAL BEHAVIOR: ATTENTIVENESS demonstrating interest both in and out of class in the second language culture
Step 2	RESPONSIVENESS willing to learn similarities and differences of the second language and culture	PASSIVE VERBAL BEHAVIOR: TOLERANCE accepting similarities and differences of the second language and culture ACTIVE VERBAL BEHAVIOR: INTEREST enjoying the second language cultural activities
Step 3	APPRECIATION realizing the value of the second language and culture	PASSIVE VERBAL BEHAVIOR: VALUING appreciating the importance of the second language and culture ACTIVE VERBAL BEHAVIOR: INVOLVEMENT voluntarily getting involved in study and activities of the second language
Step 4	INTERNALIZATION identifying with value systems of the second language and culture	PASSIVE VERBAL BEHAVIOR: CONCEPTUALIZATION developing an insight into the value system of the culture ACTIVE VERBAL BEHAVIOR: COMMITMENT committing further study and active involvement to second language activities

To be effective, lesson plans should be sequential and consider both cognitive and affective learning. Methods and activities used to help students reach course goals must take into consideration individual needs and abilities. On the following pages are four SAMPLE goals and related activities, any of which may need one or more lesson plans.

*Adapted from *Modern Language Performance Objectives and Individualization: A Handbook*, by Rebecca M. Vallette and Renée S. Disick. © 1972 by Harcourt Brace Jovanovich, Inc. Used by permission of the publisher.

LISTENING/SPEAKING
SAMPLE COURSE GOAL AND RELATED ACTIVITIES

The student will be able to comprehend the second language within the given vocabulary range when it is spoken at a normal rate of speed.

ACTIVITIES

choral exercises to recognize and use sounds of the second language not found in the native language

listening to pronunciation exercises on tape

singing songs

oral question-answer drills—both chorally and individually, live or taped

oral repetition drills—both chorally and individually, live or taped

choral memorization of catchy sayings, verbs, couplets and tongue-twisters

oral response games

READING/WRITING
SAMPLE COURSE GOAL AND RELATED ACTIVITIES

The student will be able to write effectively within a specific vocabulary range.

ACTIVITIES

exercises in the use of the bilingual dictionary, to explain abbreviations, to find definitions, translations and idioms, and to spell words

spelling games, such as word scrabble, crossword puzzles, "find the words" and spelling bees

dictations, including punctuation marks

choral drills of paragraphs in the second language to find letter reversals

developing lists of common abbreviations in the second language

CULTURE
SAMPLE COURSE GOAL AND RELATED ACTIVITIES

The student knows how daily needs are met and how they are related to the environment of the country.

ACTIVITIES

potlucks, progressive dinners, classroom cooking

meals in ethnic restaurants

international fairs with food booths

bulletin boards depicting foods and vocabulary

recipe collections

translations to or from the second language

conversion of recipes to or from metric measurements

sampling of ethnic foods prepared at home

comparing foods typical to both the American and second language culture

menu preparation

etiquette

CAREERS
SAMPLE COURSE GOAL AND RELATED ACTIVITIES

The student will be able to compare careers in the fields of travel, communications and services between the second language culture and that of the United States.

ACTIVITIES

preparation of short radio or TV news programs

preparation of TV commercials for imported products

role play as a travel agent, planning transportation, time changes, itinerary, hotels, costs and sight-seeing

role play as a telephone operator, converting time, composing messages, communicating with the foreign operator and checking to see if the messages have been understood

role play as steward/stewardess, waiter/waitress, customs official, hotel manager, baker

ASSESSMENT

In the Goal-Based Planning & Content by Levels section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

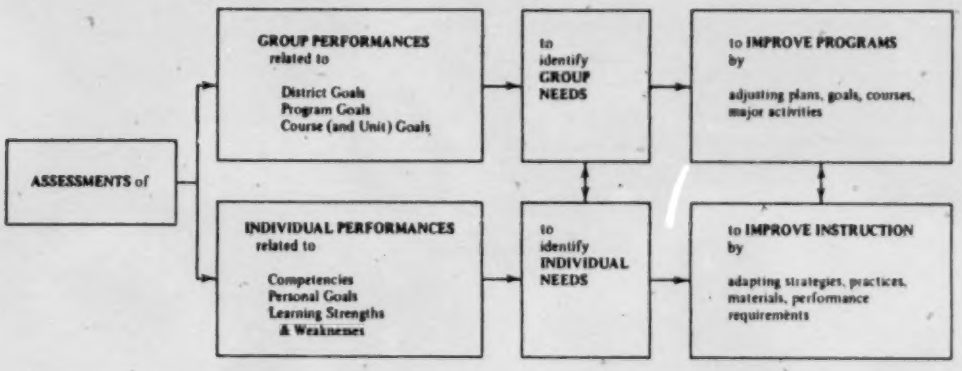
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the second language program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses ASSESSMENT. Assessment in Oregon means *taking inventory*—asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*—asking, What did we intend to do? What did we do? How well did we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the second language program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes teachers of second languages and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes teachers of second languages desire?

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the second language program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

Depending on the organization and needs of the school, the second language department chair or a teacher of second languages may serve as leader and resource person for all assessment activities. These activities may include:

planning curriculum—e.g., goals, course content, lesson planning, methods of teaching

selecting curriculum materials—e.g., texts, text supplements, media materials, supplies

testing—e.g., standards and grading, strengths and weaknesses of the testing program, program and course goal attainment

To help assess the program, the following checklist may be helpful:

YES	NO	QUESTION
___	___	Goals sequential?
___	___	Goals based on step-by-step method?
___	___	Performance indicators appropriate to the goals?
___	___	Tests, whether standardized or teacher-made, actually test goals?
___	___	Record of achievement in subsequent high school and college courses taken into consideration?
___	___	Opportunities provided for students to assess their own work?
___	___	A variety of testing techniques used (*more than paper and pencil*)?
___	___	Testing of student progress an integral part of the learning process?
___	___	Goals, performance indicators, instructional procedures, curriculum materials and testing all consistent and compatible?
___	___	Listening, speaking, reading, writing tested in proportion to the emphasis they receive in instruction?
___	___	Listening, speaking, reading, writing tested by means appropriate to each skill and level of instruction?
___	___	Testing activities, especially for speaking, conducted daily but not necessarily formally?
___	___	Nonverbal aspects of second languages tested?
___	___	Second language grammatical structures tested separately?
___	___	Affective goals of attitudes and values tested whenever reasonable?

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

PERFORMING IN SECOND LANGUAGES

TEXT SUPPLEMENTS

Teachers need activities to supplement the text-related lessons which usually occupy most of the time in second language classrooms. Ideas following here can be used to

reinforce grammar and vocabulary lessons

provide practice in conversation

motivate students whose interest is lagging

vary daily class routine

offer further learning opportunities for students who show special aptitude

stimulate creative potential

reward students for diligence in their studies

These ideas are offered as a "catalog" through which teachers may browse to select items. Supplementary activities should coordinate with course goals and be on levels appropriate to learners. Careful planning of activities will enchance learning and avoid disappointment.

Audiovisual Aids

Films, filmstrips, slides, tapes and records bring language and culture into classrooms. They may be obtained, for example, from any of the following sources.

school libraries or media centers . . .

Besides materials in libraries or media centers, librarians or media specialists can borrow materials from other sources, e.g., from ESDs and state libraries. Most schools have catalogs listing what is available. Materials produced for subjects other than second languages can also be useful, e.g., for sociology, history, art, drama, music, cooking (ethnic foods), literature, sports.

public libraries . . .

Records and art print collections are available in most public libraries. Many also have films which they loan to schools.

teacher- or student-produced tapes, slides, videotapes . . .

Native speakers can be asked to record tapes. Many television programs can be videotaped if permission is received.

community members . . .

Students often have family members, friends or neighbors who have taken trips and brought back slides and materials from or about cultures being studied. These travelers often enjoy speaking to classes. Other travelers include missionaries, business people, exchange students.

consulates and embassies . . .

These offices sometimes have films and materials they loan to teachers. The Portland offices include:

Austrian Consulate General &
National Tourist Office
1007 NW 24th
Portland, OR 97222
224-6000

Italian Vice-Consulate
811 SW 6th
Portland, OR 97204
227-1671

Costa Rican Consulate
2604 SW Sherwood Drive
Portland, OR 97201
224-2604

French Consulate
Belgian Consulate
1130 SW Morrison
Portland, OR 97205
228-0465

Germany, Federal Republic of
Consulate
900 SW 5th
Portland, OR 97204
228-4252

Mexican Consulate
545 NE 47th
Portland, OR 97213
233-5662

Peruvian Consulate
320 SW Stark
Portland, OR 97204
222-5868

Venezuelan Consulate
Oregon Pioneer Building
320 SW Stark
Portland, OR 97204
227-5395

Speakers

Native speakers can help students with comprehension and conversation, and they can give them insight into the second language culture. These speakers are most successful when students have some background about the visitor's country and when the visitor is aware of the language level of the audience. If tapes are made of these talks, they can become a listening library. Among guests who might be invited:

local secondary exchange students or those in nearby schools

students from abroad attending local or nearby colleges and universities

native students in your classes

students' friends, relatives and neighbors

local business people who work (or who have worked) for international companies

missionaries

tour guides who work (or who have worked) for local travel agencies

students who have lived, traveled or studied abroad

other teachers

translators

Peace Corps returnees

Articles and announcements can be placed in the local or school newspaper inviting people interested in speaking to classes. Perhaps the local PTA could do a community search for speakers and compile a list for teacher use?

Games

Many games are appropriate for use in learning second languages. For example:

Memory Games

Bingo . . .
This is a class game. Cards can be purchased or made by the class. As one student or the teacher calls out the numbers in the second language, the others cover them on the cards. The first student to cover all numbers in a

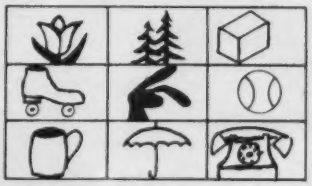
row in any direction calls "Bingo" or a predetermined word in the second language, thus ending the game. To add to the challenge, players must read their winning numbers aloud in the second language. "Blackout" is a variation in which the winner must be the first to cover every number on the card.

Lotto . . .

Use the Bingo idea, with cards printed commercially or homemade:

tree	chair	hand
cat	friend	house
June	red	cow

English words: equivalents called out in second language



Pictures: words called out in second language

Bee . . .

Play the game like a spelling bee, using words that are translated, verbs that are conjugated, and other grammatical structures.

Baseball . . .

Divide class into two teams. Indicate places in the classroom for bases and home plate. The pitcher asks each player a question. If it is answered correctly, the player moves to first base. Each correct answer moves the player from first base on around the bases to home plate, where one point is scored for the team. Three misses and the other team is up. A player who is up may request one, two or three questions to earn a single, double or triple, but must answer all the questions correctly. Players may steal a base by answering a question that a teammate misses.

Football . . .

Divide class into two teams. Draw a football field on the board. Teams move the football ten yards for each correct answer (vocabulary, verbs, etc.). If answer is incorrect, team loses the ball and other team tries to score.

Millebournes/Mil Kilometros . . .

This is a popular European card game in which players race across country by auto, earning mileage points, blocking opponents, etc. It is available in French, Italian and Spanish from Gessler Publishing Company (see page 36).

Relays . . .

Divide class into teams of four or five and have teams write a grammatical structure on the board. The first team to finish correctly wins points.

Cultural Games

Masterpieces . . .

Board game in which players buy, sell and collect works of art.

TV quiz shows . . .

Questions about history, geography, literature and customs can be used in games modeled after TV quiz shows such as $64,000 Question and Hollywood Squares.

Monopoly . . .

Popular board game in which players buy and sell property, purchase houses and hotels, and take their chances with taxes, rents and going to jail. Foreign editions feature streets from major cities of Spain, France, etc., and "money" in their national currencies.

The following companies sell Monopoly in French, German, Italian and Spanish editions: National Textbook Company, Gessler Publishing Company, Continental Book Company and Goldsmith's Music Shop (see page 36).

Scrabble . . .

Players draw letter tiles and try to form words on a board in crossword puzzle fashion. Foreign editions include letters not used in English, such as Spanish ñ.

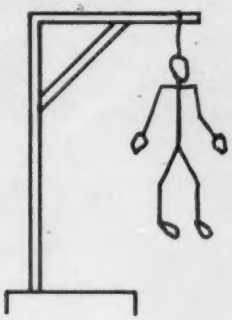
The following companies sell Scrabble in French, German, Hebrew, Italian, Russian and Spanish editions: National Textbook Company, Gessler Publishing Company, Continental Book Company and Goldsmith's Music Shop (see page 36).

Password . . .

Divide class into two teams. The teacher, or a student who is not playing, gives a word to one player on each team. This can be whispered or written on a slip of paper. It is essential that none of the other players hears the word. The players who receive the word take turns giving one-word clues to their teams, the object being to guess what the original word is. The first team to guess correctly scores a point and new players take turns at giving clues for the next word.

Hangman . . .

Hangman may be played by two or more students or by a class. On paper or on the blackboard, a scaffold is drawn. One student thinks of a word, and draws dashes to equal the number of letters in the word. Students one-by-one call out random letters in the language. A letter incorrectly guessed is listed alongside the scaffold. A person or class is "hanged" when a predetermined number of body limbs and parts is put together before the word is correctly guessed.



_ A R _ _ M O

Anagrams . . .

Players make words in the second language by arranging letters from a common pool or by forming anagrams from other words.

Music

Songs, acappella or accompanied by musical instruments, tapes or records, can be used to teach vocabulary and provide practice in pronunciation and listening comprehension. Folk and classical music can be included in studies of culture. The music departments of some schools include presentations by second language students in their concerts. Some students enjoy writing second language versions of current popular songs. Students can learn ethnic dances from records with instructions or from people who know the dances.

Awards

Students can be rewarded for achievement by presenting them with certificates of merit, trophies, books or realia from the culture under study. They can be awarded by class, language level or all-school competition. The teacher may choose recipients or students may nominate and vote to make the selections. Certificates can be designed and printed in the school (perhaps with help from the art department or graphics department) or ordered from language supply companies.

Tests

In addition to teacher-made tests and progress tests produced by textbook companies to correlate with their instructional materials, various standardized and competitive exams are available. Some tests can be used to evaluate students' needs as they begin their second language studies. Other tests can be used after one to four years of language study to measure how Oregon students compare to those in other parts of the country. Students may enjoy the challenges the tests provide. The following list includes the best known standardized tests:

Prognostic Tests

Carroll-Sapon Modern Language Aptitude Test

A prognostic test for English-speaking ninth graders to adults that measures such skills as learning by rote, sound-symbol association, and auditory memory and alertness . . . produced by

The Psychological Corporation
304 East 45th Street
New York, NY 10017

Pimsleur Language Aptitude Battery

A prognostic test for English-speaking sixth to twelfth graders that predicts success by grades received in academic subjects, interest in second languages, English vocabulary, and abilities in logical reasoning and sound discrimination . . . produced by

Harcourt Brace Jovanovich, Inc
757 Third Avenue
New York, NY 10017

Achievement Tests

Common Concepts Foreign Language Test

An achievement test evaluating listening skills . . . available in English, French, German, Spanish . . . produced by

California Test Bureau
Del Monte Research Park
Monterey, CA 93940

MLA Cooperative Foreign Language Tests

An achievement test evaluating listening, speaking, reading and writing skills . . . available in French, German, Italian, Russian, Spanish . . . produced by

Educational Testing Service
Princeton, NJ 08540

Pimsleur Modern Foreign Language Proficiency Test

An achievement test evaluating skills in listening, speaking, reading and writing . . . available in French, German, Spanish . . . produced by

Harcourt Brace Jovanovich, Inc
757 Third Avenue
New York, NY 10017

Cooperative French Listening Comprehension Test

Evaluates French listening skills ranging from phonemic description to comprehension of passages . . . produced by

Educational Testing Service
Princeton, NJ 08540

College Board Achievement Test

A multiple-choice reading test . . . available in French, German, Hebrew, Russian, Spanish . . . produced by

Educational Testing Service
Princeton, NJ 08540

College Board Supplementary Achievement Test

A listening comprehension test available in French, German, Russian, Spanish . . . a listening comprehension, reading and writing test is available in Italian . . . produced by

Educational Testing Service
Princeton, NJ 08540

Proficiency Tests

College Board Advanced Placement Test

A listening, reading and writing test for students in specialized language courses . . . specific works of literature to be covered are announced at the beginning of each school year . . . available in French, German, Latin, Spanish . . . produced by

Educational Testing Service
Princeton, NJ 08540

Test of English as a Second Language . . . produced by

Educational Testing Service
Princeton, NJ 08540

Copies of the New York State Regents Exams, to be used as placement tests or for review, may be ordered in French, Italian, Latin and Spanish from

Barron's Educational Series, Inc
113 Crossways Drive
Woodbury, NY 11797

The second language teacher professional organizations (AATF, AATG, etc.) sponsor annual competitive exams, some with prizes for top scorers. Contact your organization for information.

Twin Schools

Having a "twin school" abroad could help teach language and culture; could help encourage students to exchange letters, tapes, pictures and gifts; could possibly lead to the development of a student exchange program.

Pen Pals

Pen pals can give students an enjoyable way of practicing their language skills. They also provide a personal link with another culture. The following organizations can be contacted for names of students abroad who wish to correspond with students in the United States.

Bureau de Correspondence Scolaire
College of Wooster
Wooster, OH 44691

International Students Society
Hillsboro, OR 97123

Letters Abroad
209 East 56th Street
New York, NY 10022

World Pen Pals
World Affairs Center
University of Minnesota
Minneapolis, MN 55455

International Youth Service
Laaksonen & Pirkkala
PB 125 SF-20101 Turku 10
Finland

Student Letter Exchange
Waseca, MN 56093

Travel and Study Programs

Experiences in other countries can greatly motivate students to master the language being studied. Language schools and institutes, vacation travel tours, student-exchange organizations and work-abroad opportunities are available. The list of organizations which follows is not complete, as new ones may be added every year. Endorsement of any programs is *not* intended. Since program quality varies, past participants or a professional organization should be contacted for program evaluations. Some programs in effect at this time include:

American Council for International Studies
120 Milk Street
Boston, MA 02109

American Field Service International Scholarships
313 East 43rd Street
New York, NY 10017

American Heritage Association
PO Box 425
Lake Oswego, OR 97034

American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, CT 06830

American Leadership Study Groups
Airport Drive
Worcester, MA 01602

Experiment in International Living
Kipling Road
Brattleboro, VT 05301

Facets
545 Madison Avenue
New York, NY 10022

Foreign Language Passports
PO Box 2486
Evansville, IN 47714

German-American Partnership Program, Inc (GAPP)
1014 Fifth Avenue
New York, NY 10028

International Consortium of Education
Suite 295
Cotton Wood Mall
4835 Highland Drive
Salt Lake City, UT 84117

International Exchange School
2602 South State Street
Salt Lake City, UT 84115

Intra American Student Programs
816 Lake Avenue
Detroit Lakes, MN 56501

Mexicana Student Programs
135 W Wells, Suite 615
Milwaukee, WI 53203

Oregon Costa Rica Partners of the Americas
12340 NW Barnes Road
Portland, OR 97229

People-to-People
1528 Old National Bank Bldg
Spokane, WA 99201

Rotary Exchange
Contact local Rotary clubs

Wider Horizons Project
866 United Nations Plaza
New York, NY 10017

Youth for Understanding
2015 Washtenaw Avenue
Ann Arbor, MI 48104

Field Trips

Field trips can be planned to take place during the school day or, if the budget and school schedule do not permit this, during an evening or weekend. For example, trips could include:

restaurants offering ethnic menus

theaters featuring foreign films
French, German and Spanish films are offered to student groups at theaters in Beaverton, Eugene and Portland. For information write to
Student Film Programs, Inc
170 Balsam Street
Denver, CO 80226

supermarkets and delicatessens selling specialty items

stores featuring imported products

colleges and universities showing foreign films

international days and fairs sponsored by schools

touring music and dance programs
The Wider Horizons Project sponsors music, folkdancing, and plays presented in French and Spanish at Portland's Civic Auditorium. Their address is 866 United Nations Plaza, New York, NY 10017. Their toll free number is 1-800-223-7979.

public libraries offering travelogues and cultural films

museums, as Maryhill, Portland Art Museum, university museums and art galleries

social outings (pizza, bowling) with the agreement that all conversation be carried on in the second language

community events such as the Oktoberfest in Mt. Angel and other cities, Neighbor Fair in Portland, and Saturday Markets in Eugene and Portland

joint school activities, as contests, picnics and international fairs

travelogues and slide shows, as the World Cavalcade series at the Portland Civic Auditorium

visits to foreign consulates and businesses

Language Clubs

Clubs provide an extension of classroom learning. Teachers can develop close ties with students and give them opportunities to carry their success in language learning to projects outside the classroom. Clubs can be charter organizations with dues and officers, or they can be informal groups. Activities found to be especially successful include:

selling baked goods (French bread, bagels, other pastries) at school games, concerts and plays. Take orders from community for baked goods and deliver weekly. Ask local markets if they offer a discount on items purchased for school groups.

visiting foreign ships in port

ushering at school activities

making posters for school activities in the second language

attending cultural events—many offer group discounts

sponsoring an international fair

writing the Peace Corps about sponsoring one of their projects (ACTION, Peace Corps Partnership Program, 806 Connecticut Avenue NW, Washington, DC 20525)

Language Camps

Camps provide fun and total immersion experiences for students not able to travel abroad. Camps are most successful when several schools participate, allowing teachers to divide the work. Possible sites are church and youth group camps and college campuses. Students pass through "customs," exchange their money for foreign "currency," and use the second language exclusively. Exchange students and community members are invited to help direct activities, as

- treasure hunts
- talent shows
- crafts
- films
- nature hikes
- volleyball
- auctions
- folkdancing
- games
- marketplace
- scavenger hunts
- relay races
- cooking demonstrations with student participation

ERIC

The Education Resources Information Center, generally known as ERIC, is a national storehouse of documents and articles written about education-related topics. Of the 16 centers which have access to this information, the one of interest to teachers of second languages is the ERIC Clearinghouse on Languages and Linguistics.

ERIC services, which have been designed to help teachers locate information and materials on any subject, may be found in many public and school libraries. The two ERIC guides are *Current Index to Journals in Education* (CIJE), which lists articles about education-related topics, and *Research in Education* (RIE), which lists reports of research and programs of educational interest. ERIC information comes in either microfiche or hard (paper) copy. Procedures and costs may vary.

For full information, contact school or public libraries, or write directly to

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, VA 22209
(202) 528-4312

Materials & Services

Many mail-order suppliers and educational organizations produce materials and provide services of interest to teachers of second languages. They will send catalogs and information upon request.

Texts, Readers & Workbooks

Allyn and Bacon, Inc — textbooks
Ralston Park
Belmont, CA 94002

AMSCO School Publications, Inc — workbooks
315 Hudson Street
New York, NY 10013

Barron's Educational Series, Inc — readers
113 Crossways Park Drive
Woodbury, NY 11797

Cruzada Spanish Publications — workbooks
PO Box 650909
Miami, FL 33165

EMC Corporation 180 East Sixth Street Saint Paul, MN 55101	readers
Gessler Publishing Company, Inc 220 East 23rd Street New York, NY 10010	readers, workbooks
Harcourt Brace Jovanovich, Inc 757 Third Avenue New York, NY 10017	textbooks
Harper & Row Publishers, Inc 49 East 33rd Street New York, NY 10016	textbooks
D.C. Heath and Company Western Regional Sales Office 1450 Grant Avenue Novato, CA 94947	readers, textbooks
Holt, Rinehart, and Winston Foreign Language Department 5643 Paradise Drive Corte Madera, CA 94925	readers, textbooks
Houghton Mifflin 777 California Avenue Palo Alto, CA 94304	readers, textbooks
Macmillan Publishing Company, Inc 23 Orinda Way Orinda, CA 94563	readers, textbooks
Multi-Media Teaching Aids, Inc 47-57 41st Street PO Box 4247 Long Island City, NY 11104	readers
National Textbook Company 8259 Niles Center Road Skokie, IL 60076	readers
Newbury House Publishers, Inc 68 Middle Road Rowley, MA 01969	readers (conversational)
Rand McNally & Company 8255 Central Park Avenue Box 7600 Chicago, IL 60680	textbooks
Regents Publishing Company, Inc 2 Park Avenue New York, NY 10016	readers, textbooks
Scott, Foresman & Company 1900 East Lake Avenue Glenview, IL 60025	textbooks

Webster/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

readers, textbooks

Local sales office:

17970 SW Lower Boones Ferry Road
Portland, OR 97223

Imported Books

Adler's Foreign Books, Inc
162 Fifth Avenue
New York, NY 10010

Bilingual Educational Services, Inc
PO Box 669
1603 Hope Street
South Pasadena, CA 91030

Bouquineur
1141 Davie Street
Vancouver 5, British Columbia

Continental Book Company
11-03 46th Avenue
Long Island City, NY 11101

European Book Company
925 Larkin Street
San Francisco, CA 94109

French and European Publishers, Inc
115 Fifth Avenue
New York, NY 10003

Iaconi Book Imports
300 Pennsylvania Avenue
San Francisco, CA 94107

Lectorum Publications, Inc
Foreign Book Distributors
137 West 14th Street
New York, NY 10011

Reference & Professional Books

AMSCO School Publications, Inc
315 Hudson Street
New York, NY 10013

reference

Barron's Educational Series, Inc
113 Crossways Park Drive
Woodbury, NY 11797

reference, test preparation

Cruzada Spanish Publications
PO Box 650909
Miami, FL 33165

Directory of Foreign Language Materials Suppliers

professional magazine for Spanish teachers

National Textbook Company
8259 Niles Center Road
Skokie, IL 60076
professional books

Newbury House Publishers, Inc
68 Middle Road
Rowley, MA 01969
professional books

Regents Publishing Company, Inc
2 Park Avenue
New York, NY 10016
professional books

J. Weston Walch, Publisher
Box 658
Portland, ME 04104
professional books

Audiovisual

Audio Lingual Educational Press, Inc
22 Vernon Valley Road
East Northport
Long Island, NY 11731

Berkeley Teaching Methods
PO Box 368
Northport, NY 11768

Bilingual Educational Services, Inc
PO Box 669
1603 Hope Street
South Pasadena, CA 91030

Cambridge Educational Press
Box 251
Huntington, NY 11746

Continental Book Company
11-03 46th Avenue
Long Island City, NY 11101

Dictation Disk Company
240 Madison Avenue
New York, NY 10016
wireless lab equipment

Education and Communication
PO Box 598
Northport, NY 11768

Educational Audio-Visual, Inc
Pleasantville, NY 10570

Educational Filmstrips
1401 19th Street
Huntsville, TX 77340

Educational Record Sales
157 Chambers Street
New York, NY 10007

Educational Sights and Sounds
PO Box 598
Northport, NY 11768

EMC Corporation
180 East Sixth Street
Saint Paul, MN 55101

Film Classic Exchange — rental of feature films
1914 South Vermont Avenue
Los Angeles, CA 90007

Encore Visual Education, Inc
1235 South Victory Boulevard
Burbank, CA 91502

Gessler Publishing Company, Inc
220 East 23rd Street
New York, NY 10010

Goldsmith's Music Shop, Inc
Language Department
301 East Shore Road
Great Neck
Long Island, NY 10023

Laguna Educational Materials
PO Box 182
Halesite, NY 11743

Lakeshore Curriculum Materials Company
16463 Phoebe Avenue
La Mirada, CA 90637

Multi-Media Teaching Aids, Inc
47-57 41st Street
PO Box 4247
Long Island City, NY 11104

Oxford Multi-Media Productions
PO Box 391936
Miami, FL 33139

Regents Publishing Company, Inc
2 Park Avenue
New York, NY 10016

Telex Communications, Inc — language lab equipment
9600 Aldrich Avenue South
Minneapolis, MN 55420

Wible Language Institute, Inc
24 South 8th Street
PO Box 870
Allentown, PA 18105

Games

Continental Book Company
11-03 46th Avenue
Long Island City, NY 11101

Cruzada Spanish Publications
PO Box 650909
Miami, FL 33165

Gessler Publishing Company, Inc
220 East 23rd Street
New York, NY 10010

Goldsmith's Music Shop, Inc
Language Department
301 East Shore Road
Great Neck
Long Island, NY 11023

Kiosk
19223 DeHavilland Drive
Saratoga, CA 95070

Lakeshore Curriculum Materials Company
16463 Phoebe Avenue
La Mirada, CA 90637

National Textbook Company
8259 Niles Center Road
Skokie, IL 60076

J. Weston Walch, Publisher
Box 658
Portland, ME 04104

Student Activities

Continental Book Company
11-03 46th Avenue
Long Island City, NY 11101
— French newspapers and magazines

Cruzada Spanish Publications
PO Box 650909
Miami, FL 33165
— activity packages

Le Cercle du Livre de France, Inc
11-03 46th Avenue
Long Island City, NY 11101
— French student magazines

Curriculum Innovations, Inc
News Map of the Week
501 Lake Forest Avenue
Highwood, IL 60040
— weekly maps with news stories

Czigler Publishing
331 Beardsley Road
Dayton, OH 45426
— self-study vocabulary books

Gessler Publishing Company, Inc 220 East 23rd Street New York, NY 10010	award certificates, club supplies
The MLM Company Suite 111A 723 South Sharon Amity Road Charlotte, NC 28211	student newspapers
National Textbook Company 8259 Niles Center Road Skokie, IL 60076	award certificates, club supplies, student newspapers
Northwest Conference Awards Committee Box 623 Middlebury, VT 05753	award certificates
T-Shirts and Novelties Rice Street Station PO Box 17-067 Saint Paul, MN 55117	club supplies

Cultural Materials

Continental Book Company 11-03 46th Avenue Long Island City, NY 11101	maps, posters
Corson Associates, Inc Applied Learning Concepts Box 3288 Alexandria, VA 22303	cultural mini-courses
Cruzada Spanish Publications PO Box 650909 Miami, FL 33165	posters
Educational Audio-Visual, Inc Pleasantville, NY 10570	maps
Educational Consortium of America PO Box 1057 Menlo Park, CA 94025	Hispanic-America study print sets
Gessler Publishing Company, Inc 220 East 23rd Street New York, NY 10010	realia
Goldsmith's Music Shop, Inc Foreign Language Department 301 East Shore Road Great Neck Long Island, NY 11023	realia
Kiosk 19223 DeHavilland Drive Saratoga, CA 95070	realia

Lakeshore Curriculum Materials Company — ethnic studies
16463 Phoebe Avenue
La Mirada, CA 90637

Multi-Media Teaching Aids, Inc — maps, posters
47-57 41st Street
PO Box 4247
Long Island City, NY 11104

J. Weston Walch, Publisher — posters, signs
Box 658
Portland, ME 04104

Career Education Materials

Audio Lingual Educational Press, Inc
22 Vernon Valley Road
East Northport
Long Island, NY 11731

Berkeley Teaching Methods
PO Box 368
Northport, NY 11768

Cambridge Educational Press
Box 251
Huntington, NY 11746

Educational Sights and Sounds
PO Box 598
Northport, NY 11768

Multi-Media Teaching Aids, Inc
47-57 41st Street
PO Box 4247
Long Island City, NY 11104

Regents Publishing Company, Inc
2 Park Avenue
New York, NY 10016

J. Weston Walch, Publisher
Box 658
Portland, ME 04104

Wible Language Institute, Inc
24 South 8th Street
PO Box 870
Allentown, PA 18105

CULTURE

. . . each language draws a magic circle round the people to which it belongs, a circle from which there is no escape save by stepping out of it into another.

—Wilhelm von Humboldt*

With knowledge, it is hoped, come understanding and tolerance. Students exposed to cultures of other peoples through studying their languages have means to come closer to that understanding and tolerance.

Will Rogers once said he never met a man he didn't like. Perhaps learning about different cultures is one way of appreciating them, and one more step toward gaining or preserving peace. In turn, those who study others must willingly give of themselves that others may learn about them and share in their culture.

Cultural Diversity

While travel abroad may be one of the best ways for students to learn about other cultures, students have many opportunities here in the United States. From the Basques of southeastern Oregon to the Finnish population of its northwestern tip, Oregon itself boasts a kaleidoscope of cultures. This richly diverse population provides an educational experience not to be found in any textbook or classroom.

But, . . . the same cultural diversity that adds so many positive elements to society may also be the source of misunderstandings and difficulties. Minority groups face problems when they exist within a majority culture that lacks tolerance for cultural diversity. Although each group's situation may be unique, the types of problems each group faces often may be shared by all minority cultures: language barriers, stereotyping, value conflicts, isolation, degradation of group identity and pride, economic difficulties and societal pressure for total assimilation. The majority culture also faces problems in cross-cultural situations. Fear of the unknown, fed by a lack of exposure to different lifestyles and languages, often leads to avoidance or conflicts.

Language Courses

Culture should be an integral, well-planned part of language teaching. Learning the language is the main objective. But language courses are one of the more important means within the educational system for promoting cultural awareness and understanding. Thus it becomes the responsibility of the language teacher to provide opportunities to study some of the intercultural conflicts present in society. Teachers can present material showing the points of view of cultures other than those of the majority. They can help their students to develop empathy toward the values of others, as well as to clarify their own values. They can promote self-pride for the various cultural groups represented in the school by observing their holidays, teaching about their social system, their literature and their famous people.

Teachers can help students to discover that people of different cultural backgrounds have human dignity and worth. Students can learn to

understand the close relationship between languages and culture.

become aware of another culture's value system and how it relates to their own cultural values.

understand how cultural backgrounds affect attitudes and values.

understand that all human beings share similar feelings and needs.

understand how a value system is reflected in culture.

learn the importance of withholding judgments regarding cultural values different from their own.

*In *Language and Myth* by Ernst Cassirer, translated by Susanne K. Langer (New York: Dover Publications, Inc, 1946), p 9.

Special Intercultural Courses and Programs

Although culture is included in most language courses, a few schools have established intercultural courses and programs. An appreciation for cultural diversity can be encouraged in many ways. Examples of different approaches are the *International Studies Center* program, the *Intercultural Communication* course and the *Communication Sampler* course. The introduction of such programs would depend upon such variables as the nature of the student population, the interests of the community, the training and orientation of the teaching staff, and the support of the administration.

International Studies Center

In addition to requiring four years of second language study, an interdisciplinary, international program may include studies in the fields of internationally oriented careers, related humanities programs, allied courses in the social studies, arts, home economics and music, as well as overseas guided study-travel and off-campus participation in international events in the community and state.

Besides general cultural activities, a sample list of international studies activities includes:

establishing an international career seminar program in which students have the opportunity to hear from people in fields with an international orientation and who are advocates of second language study

making available opportunities for students to serve as TESL (Teaching English as a Second Language) tutors

involving teachers and students in the World Affairs Council activities . . . in Portland, for example, the World Affairs Council sponsors free "brown bag" speeches at Portland State University by notable figures from the U.S. and around the world; the Council also sends out a monthly newsletter to schools holding membership

collecting, for student use, student-written book reviews of approved international studies bibliographies prepared in conjunction with the school's library staff

cooperating with the school's work experience coordinator or job placement personnel to help students obtain jobs if they wish to begin saving toward their expenses for an overseas guided study-travel program

contacting nearby university second language departments and international program centers to arrange student involvement in intercultural events

arranging field trips to intercultural community events

cosponsoring with other departments such events as international concerts, intercultural assemblies, international potluck dinners, and intercultural folk music and dance programs

Intercultural Communication

Learning to transcend cultural boundaries is not a function of courses in second languages alone. It is also possible to teach the process of cross-cultural communication in a course that focuses on culture rather than on language, on attitudes rather than on facts. Increasing students' awareness of their own values and prejudices enables them to deal more effectively with the values and prejudices of others. It would be desirable to have students from a variety of cultures and ethnic backgrounds in such a class.

A syllabus of a course in "Intercultural Communication" might include:

Course Introduction—statement of purpose, definition of terms

Getting Acquainted—interaction activities for students

Student Self-Analysis—introspective activities (e.g., journals)

Cultural Explanation—defining of "culture" by students

Intercultural Exploration—discovering the cultural heritage of students' selves and others

Intercultural Communication—
- Communication Model—sender/message/receiver
- Perception Process—how and why it differs from person to person
- Communication Barriers—stereotyping, differing values, varying verbal and nonverbal meanings

Cultural Variables—(for activities, see pp 41-43)

Self and Course Evaluation

Communication Sampler

The "Communication Sampler" is a course designed to compare cultures through the study of their languages. Other than the languages traditionally taught, the course might include those languages relevant to a school's location, its population and community resources. For such a course, the following topics might be explored comparatively:

social customs
educational systems
family patterns
daily routines
entertainment choices
arts and crafts
modes of transportation
national monuments (natural and man-made)
geography
history

Teachers designing a "Communication Sampler" may find many appropriate activities related to the above areas in the following sample cultural activities.

Sample Cultural Activities

The following sample activities may promote cultural awareness and understanding. They are arranged alphabetically by topics. Teachers are not expected to teach culture in the order given here, nor is it expected that teachers limit themselves to only the topics and activities listed.

Topic	Activity
ADVERTISING METHODS	observing perceptual differences through a study of newspaper and magazine ads
ARTS (VISUAL)	visiting an art museum viewing and discussing films on the arts and crafts displaying artwork making oral reports on famous artists visiting import stores or markets
CLOTHING needs styles	researching native costumes and current styles presenting a fashion show in the second language
COLORS	learning how the second language culture perceives the significance of various colors
COSTUMES	researching the costumes indigenous to various regions dressing dolls in native costumes making drawings of native costumes for a display

Topic	Activity
COURTESY PATTERNS leave-taking forms of address introductions inquiries as to health, etc.	role-playing various situations memorizing dialogues, including appropriate nonverbal communication
DRAMA stage films television	attending films, plays presenting plays, original or otherwise, to the student body or other language classes putting on puppet shows, perhaps to grade schools with second language classes videotaping original versions of TV shows participating in cultural assemblies viewing TV programs
DWELLINGS AND HOUSE AREAS	making and labeling a plan or model of a typical house, apartment or city plan labeling appropriate parts of the classroom . . . after a few days, labels removed, going on a "treasure hunt" and restoring labels
EDUCATIONAL SYSTEM courses student-teacher relationships school-day schedule school-year schedule	using magazines and books to prepare and present reports role-playing school situations making up a schedule to fit a typical school day pairing with a school in another culture
FAMILY PATTERNS	comparing family patterns with American ones writing a pen pal
FOODS, MEALS, TABLE MANNERS	dining at a restaurant featuring ethnic or national foods role-playing eating situations making foreign foods, perhaps in cooperation with the home economics department planning and participating in progressive dinners, potlucks, multicultural fairs
GEOGRAPHY	making a relief map (papier-mâché, natural grains) discussing the effect of geography on lifestyle
GOVERNMENT	researching and reporting on the governmental system setting up a mock government inviting a consular official to speak
HISTORY monuments architecture	presenting reports on significant monuments (natural and man-made) researching architectural landmarks and making a display
HOLIDAYS AND BIRTHDAYS	celebrating holidays of the second language culture celebrating birthdays of classmates in a manner reflective of the culture
HUMOR	reading and discussing jokes and cartoons making up jokes and drawing cartoons reflecting the cultural viewpoints and language listening to tapes or viewing films

Topic	Activity
LITERATURE	attending plays and movies reading and discussing works of literature writing book reviews in the second language discussing the ways in which literature reflects culture comparing the literature read to American works
NAMES	learning their second language names and responding to them
NONVERBAL LANGUAGE	illustrating kinesics and comparing to American subtleties finding pictures which illustrate nonverbal communication unique to the culture
NUMBERS clock time money sizes measurement age addresses telephoning	playing "Buzz," "Bingo" and addition-subtraction games setting up a store for "purchasing" items with appropriate "money" filling out student information cards listing age, address, etc.
PERFORMING ARTS music dance	singing popular and old-time songs listening to records memorizing rhymes using popular magazines dealing with artists participating in "song fests" with other language classes attending musical concerts, ballet, opera, etc.
PROFESSIONS, WORK (see Careers section pp 45-51)	utilizing career education file, discussing various occupations in terms of status and power
RELIGION	researching and reporting on the religion(s) of the culture listening to a speaker representing a major religion studying the significance of religion in the history and daily lives of the people
SOCIAL CUSTOMS	presenting manners and mores listening to exchange students, consular officials, other overseas guests simulating cultural situations
SPORTS AND DIVERSIONS	playing a game or sport indigenous to the people using the second language using periodicals, reporting on popular pastimes
STEREOTYPING	defining and recognizing stereotypes discussing the validities and dangers using games or empathy to clarify thinking researching stereotypes related to students' heritage
TIME calendar time general perception of time (punctuality, etc.)	making a calendar reflecting the structure of time discussing perceptual differences relating to time
TRANSPORTATION	reporting on the modes of transportation, and how and why they are used or needed making a bulletin board display
WEATHER	keeping track of weather in the second language-speaking parts of the world discussing the relationship between climate and people's activities

CAREERS

Becoming aware of, exploring and preparing for careers that may call for second languages can be an interesting part of the curriculum. Students have questions. Investigation can provide answers. For example:

What occupations are there to choose from?

What occupations use second languages as a primary skill?

What occupations and avocations use second languages as a supportive skill?

What occupations and avocations may be complemented by second languages as a "plus factor"?

What income may be earned from different choices?

Trying to find answers to such questions can serve as a means to help students avoid provincial attitudes. Such investigation can help students see that capable people are needed in second language-related careers and that various degrees of proficiency are needed in second languages. It can inform students about background and education needed for potential choices. It can give meaning and direction to second language study. It can be incorporated into the program as part of regular second language courses or as separate courses.

Awareness

Students should have experiences to help them develop positive attitudes toward themselves and others. They should learn that knowing themselves means knowing what they like, how much they like it, and why. Sample course goals might include:

The student will know his or her own interests, needs, abilities, skills and potentials.

The student will value knowledge of life in other cultural settings (e.g., value systems, life-styles, life roles of individuals).

The student will know occupations in which second languages are a primary skill.

The student will know occupations and avocations in which second languages are a supportive skill.

The student will know how second languages can be a "plus factor" in any occupation or leisure-time activity.

The student will be able to describe different occupations that require different kinds and degrees of language proficiency.

The student will know that language is a mode of communication and that proficiency in a second language is needed in order to get along well in a second language community abroad.

Sample activities to help reach these goals might include:

comparing careers in the culture of the target language with similar ones in Oregon, using readings and visual presentations—e.g., number of hours worked per week, amount of time allowed for lunch, transportation to and from work, vacation time, salary, fringe benefits and purchasing power

locating and using print and nonprint materials related to careers (e.g., card catalogs, learning directories, *Subject Guide to Books in Print*)

making charts listing vocations and avocations using second languages

reading articles in magazines and newspapers on travel and related activities

using "Matching Occupations and Skills"—in the second language, prepare one set of cards with the names of careers, and a second set of cards with a short description of each career; distribute five cards, and proceed as in Lotto (see p 25) until all cards are matched

comparing differences in value systems by means of advertisements

filling out a self-assessment list

discussing different value systems: family structure, woman's role, man's role, education, political and economic systems

role-playing as a visitor to the second language country

discussing and giving examples of stereotyping, from experiences, films, television

labeling countries and other information on blank maps

making a poster or collage on careers or leisure-time activities

Exploration & Preparation

Students should investigate possible career opportunities of interest to them. They should delve into such information as the availability, location and income potential of positions, both in the United States and abroad, as well as into the preparation and skills needed for various positions. For preparation, language students generally fall into three catagories: those who will use their second language as a "plus factor," those who will use it as a supportive skill, and those who will use it as a primary skill.

Sample course goals for exploration might include:

The student will know personal characteristics thought necessary for careers using second languages (e.g., motivation, independence).

The student will know minimum proficiency levels for skilled, professional, or technical opportunities which exist in second languages and related fields.

The student will know career opportunities that have been increased because of migration and emigration (e.g., Cuban Revolution, Ugandan exodus of Asiatic peoples, Chicanos and Russians in Oregon).

The student will know the skills, interests, aptitudes and second language proficiency needed for success in careers being explored.

The student will know sources of information about careers that use second languages.

Sample course goals for preparation might include:

The student will select courses, programs and schools suitable to qualifications, interests and career plans.

The student will write a letter of application and complete application forms in the second language for universities, trade schools, businesses and industries abroad.

The student will, in the second language, answer want ads by telephone, write a résumé and simulate an interview.

The student will know the names and addresses of local, national and international businesses and industries, both at home and abroad, that seek employees using a second language as a "plus factor," a supportive skill and a primary skill.

The student will develop the specialized vocabulary and jargon of the second language in the area of possible career choices.

The student will receive on-the-job training, if accessible, after school or during the summer in preparation for a career using the second language (e.g., host/hostess for an airline company, candy-striper for a hospital, office worker for a travel agency).

Sample activities to help reach these goals might include:

listening to lectures by people employed in language-related careers

interviewing resource persons who are fluent in a second language

visiting places of employment where second languages are used

inquiring at places of employment about language-related careers

reading want ads

finding instances of the use of second languages in TV commercials, food labels, instructions for the use of small appliances

listing areas of employment in which U.S. firms seek employees with a knowledge of second languages as a primary skill

listing areas of employment in which U.S. firms seek employees with a knowledge of second languages as a supportive skill

listing local employers/businesses hiring people with second language skills

making a list of regional or local resource people

browsing catalogs listing import-export firms: chambers of commerce, trade consultants, port authorities

keeping a notebook on careers and leisure-time activities, with information on type and proficiency of language skill needed; data, people and things involved in the work; education; temperament and personality traits needed

planning a trip abroad, with itinerary, passport, visa, customs regulations, rate of exchange, expenses, places of interest

browsing college catalogs

filling out application blanks and writing résumés

taking part in employment interviews

visiting consulates, travel agencies, passport offices

Language as "Plus Factor"

"Plus factor" refers to that extra "know-how" that language students have to offer employers and themselves. Other things being equal, it may be the know-how that earns employment or a place in college in preference to other applicants.

Mastery of a second language tells prospective employers or college entrance officials that the student probably has an increased awareness of English vocabulary and grammar, a high degree of stick-to-it-iveness, an ability to attend to details, a willingness to attack problems, and especially an ability to relate well with people of various cultures in jobs with an international leaning. Mastery of a second language also has a way of satisfying the self and building confidence for avocational pursuits.

How has the "plus factor" paid dividends?

One young person with a library minor plus training in a second language was hired to be the assistant in a large city public library catalog division in preference to the fully trained librarian applicant who applied.

A young lady with four years of high school Spanish was employed by a state welfare department. She was thought able to deal with the many Spanish-speaking clients on the case load.

Because of an ability to handle Vietnamese, French and English, a high school student, after concluding classes in English as a second language, obtained a part-time job in a curriculum resource department of a large public school system.

Telephone operators with second language training have assisted in putting through international calls.

Large department stores and other industries need interpreters on an occasional basis. Some companies keep files listing the second languages their employees speak.

Language as Primary Skill or Supportive Skill

Some careers use second languages as a primary skill, and others use them as a supportive skill. The former usually combine equal experience in the career itself and the second language. The latter usually stress the career, with the second language a complementary means for success.

Second language programs in elementary schools and high schools stress all the skills of listening, speaking, reading and writing. Once students decide on definite careers, however, they can begin to specialize in the particular skills and language proficiencies needed for their choices. This specialization usually takes place after the high school years, and for these students many schools in Oregon and elsewhere in the nation offer good programs. For them, the following information may be helpful.

Specializing in Oregon

Colleges and universities in Oregon offers classes in several languages, most commonly Spanish, French and German. A few offer Russian. Still fewer offer Italian, Portuguese, Japanese and Chinese. Courses range from those which develop the basic skills to those which develop an understanding of and appreciation for the second language literature and culture. Courses in second languages can be combined with any other area of study, such as law, economics, political science, geology, to name just a few.

The Office of International Education of Portland State University has developed programs which combine the traditional liberal arts program with other programs that focus on problems of international concern. The three programs are the Central European Studies Center (Czechoslovakian, Hungarian, Polish, Romanian and Serbo-Croatian); the Latin American Studies Center (Spanish); and the Middle East Studies Center (Arabic, Persian, Turkish and Hebrew). Graduates from these centers usually continue training in graduate schools or take positions in government or business.

Approved teacher education programs in second languages presently are offered at most of the four-year colleges and universities, again primarily in French, German and Spanish. Three universities and one college offer approved teacher education programs in Russian. One university and one college offer programs in Latin, and one university in Italian.

Specializing Elsewhere

Around the country many colleges and universities offer good second language programs. Some schools specialize in international studies. For example:

The Graduate School of Management
University of Dallas
Irvin, TX 95060 . . . offers an MBA in International Management . . . has a one-year externship in either a French-, German- or Spanish-speaking area

Thunderbird Graduate School of International Management
Glendale, AZ 85301 . . . program similar to the one above . . . overseas portion may be waived, but second languages form an integral part of the business curriculum

The Monterey Institute of Foreign Studies
Monterey, CA 93940 . . . offers a two-year program leading to a master's degree in language and international studies and a certificate from the Department of Translation and Interpretation

The School of Languages and Linguistics
Georgetown University
Washington, DC 20057 . . . offers a program in translation and interpreting leading to a certificate (diploma)

Los Angeles City College
Los Angeles, CA 90029 . . . offers a program in translation and interpreting leading to an associate degree

Career Fields Using Second Languages

Communications and the Media—journalism, broadcasting, advertising, public relations, publishing and editing, telephone and telegraph

Health and Social Services—hospital services, missionary work, government or state employment, ACTION, VISTA, World Health Organization, minority groups

Hospitality and Recreation—travel agencies, hotel and motel management and services, national parks, chambers of commerce

Transportation—airlines, shipping, railroads, bus companies

Public Services—USIA, USAID, ACTION, VISTA, Peace Corps, CIA, FBI, Department of Defense, American Field Services, United Nations, Department of Justice, foreign service, wire services, missionary organizations

Fine Arts and Humanities—ACTION, VISTA, UNESCO, publishing, sales, public relations, cultural organizations, museums, USIA, public and private schools, academic fields of specialization in linguistics, languages, literature, literary criticism, English as a second language, bilingual education

Agri-Business and Natural Resources—farm machinery, chemical industry, import-export, national parks, food industry, Peace Corps

Business and Office—import-export, banking and investing, department stores, machinery and equipment

Marketing and Distribution—international sales and merchandising, advertising, fashion industry, food industry, computer industry, wood industry

Manufacturing—fashions and cosmetics, electronics, automobiles, oil, iron, steel, copper

Construction

Careers Using Second Languages as Primary or Supportive Skill

. . . as Primary Skill

airline employee
bilingual secretary
foreign news commentator
foreign service officer
immigration inspector
international manager
interpreter
media specialist (e.g., film dubbing)
missionary
music teacher
peace corps member
précis writer
receptionist in an international organization
teacher of a second language
translator
travel guide

. . . as Supportive Skill

actor, actress
anthropologist
archeologist
banker
certified public accountant
composer
credit manager
dietician
dramatic coach
editor
engineer
ethnologist
FBI Agent
foreign exchange clerk
geographer
geologist
historian
journalist
lawyer
librarian
market specialist
nurse
physician
sales representative
secretary
singer
stenographer
social worker
teacher
telegrapher
telephone operator
teller
writer

. . . as Theoretical Knowledge

phonetician
linguist
socio-linguist
psycho-linguist

Resources and Materials

Below are a few practical items (with career education levels in parentheses) which may be ordered for school media centers.

Angel, Juvenal L., ed. *Directory of American Firms Operating in Foreign Countries.* New York: World Trade Academy Press, 1969. (exploration)

_____ . *Looking for Employment in Foreign Countries.* New York: Monarch Press, 1972. (preparation)

Bureau of Labor Statistics, Occupational Outlook Service, U.S. Department of Labor. *Foreign Languages and Your Career,* 1978. (awareness & exploration)

Chronicle Guidance Publications. *Occupational Briefs: Bilingual Secretary, Interpreter, Foreign Service, Translator.* Moravia, NY: Chronicle Guidance Publications, 1971. (exploration)

Cohn, Angelo. *Careers with Foreign Languages.* New York: Henry Z. Walck, Inc, 1963. (exploration)

Dill, Wolfgang. "Foreign Languages in Careers" (a videotape), 1975. Write Kidder Hall TV Center, Oregon State University, Corvallis, OR 97331.

Dill, Wolfgang, Magdalena Ladd, & Loretta Wollett. *Second-Language Education and Career Education: Guidelines for the Integration of Second-Language Education and Career Education.* Portland Public Schools, Portland, OR: Public Information Department, 1975. (awareness) ED119461

Honig, Lucile J., and Richard T. Brod. *Foreign Languages and Careers.* New York: MLA Publications Center, 1974. (exploration & preparation) ED103626

Kennedy, Dora F., et al. *Career Education-Foreign Languages.* Upper Marlboro, MD: Prince George's County Board of Education, 1974. (awareness & exploration) ED100158

——— , et al. *Career Education-Foreign Languages.* Supplement No. 1 (Classroom Exercises for French and Spanish), Levels I-III (7-12). Upper Marlboro, MD: Prince George's County Board of Education, 1976. (awareness & exploration) ED116462

Kettelkamp, Gilbert C. *Vocational Opportunities for Foreign Language Students.* New York: National Federation of Modern Language Teachers Associations, 1967. (exploration & preparation) ED019908

Mangum, Garth L., et al. *Career Education in the Academic Classroom.* Salt Lake City: Olympus Publishing Co, 1975. (awareness & exploration) ED115825

Sherif, June L. *Careers in Foreign Languages: A Handbook.* New Rev. Ed. New York: Regents Publishing Co, 1975. (exploration) ED115120

Items with ED numbers can be located through the Education Resources Information Center (ERIC). For information, cost, etc., contact the state library, university libraries, local public libraries, or write

User Services
ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, VA 22209

ENGLISH AS A SECOND LANGUAGE

English as a second language—commonly referred to as ESL—is a course in which English is taught as a second language to foreign-born students or to students with limited speaking ability. Stress is on the listening, speaking, reading and writing of English, with continuous emphasis on comprehension.

Three general approaches have developed as a result of the needs of these students:

large-group or one-to-one teaching of English using a phonetic approach such as "Distar," the "silent way," or the Laubach Skill Book method

an individualized English or bilingual program in which students get individual help in order to complete homework assignments and do English lessons based on individual levels of achievement

the traditional method of teaching the skills of listening, speaking, reading and writing, with emphasis on comprehension, to either small or large groups through the use of standard ESL textbooks

Course goals depend upon the method, although many overlap regardless of method. Sample goals might include:

The student will be able to speak some English in class every day.

The student will be able to improve in selected areas: e.g., vocabulary, pronunciation, spelling, grammar, fluency, comprehension, communicative ability, reading, writing, American nonverbal language.

The student will be able to fill out a job application.

The student will be oriented to the school and will know the location of the library, classrooms, textbook center; procedure for checking books from the library and the textbook center; bus schedules and location of bus stops; cafeteria, names of foods, making change, where to get change; lockers, combination locks; and others.

The student will know people of different occupations and ages within the school willing to give assistance.

The student will maintain pride in his or her own cultural heritage.

Information about materials for ESL may be obtained from these sources:

Barron's Educational Series, Inc
113 Crossways Park Drive
Woodbury, NY 11797

Educational Audio-Visual, Inc
Pleasantville, NY 10570

English Language Services
A Division of Washington Educational
Research Associates, Inc
14350 NW Science Park Drive
Portland, OR 97229

Institute of Modern Languages, Inc
2622 Pittman Drive
Silver Spring, MD 20910

Lakeshore Curriculum Materials Co
16463 Phoebe Avenue
La Mirada, CA 90637

Multi-Media Teaching Aids, Inc
47-57 41st Street
PO Box 4247
Long Island City, NY 11104

Webster/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Sample classroom activities might include:

touring the school building and grounds
completing application forms for driver's license, Social Security, etc.
practicing pronunciation
viewing films and filmstrips
listening to tapes of stories with questions and answers
operating a tape recorder, movie projector, change machine, soft drink machine
reading stories and poems aloud
listening to news capsules and other radio programs
viewing and reporting on television programs
developing conversational skills through puppetry
delivering slide talks or picture talks about the native country
memorizing and singing songs
memorizing and presenting dialogues
role playing American cultural situations
giving oral reports
reading want ads in newspapers
using high-interest, low-level vocabulary lists to increase word strength
playing developmental reading games
writing a daily journal
reciting memorized poetry
playing spelling games
writing reports on field trips
taking part in American cultural experiences such as birthday parties, dances, etc.
sharing with classmates their native cultural traditions and experiences
memorizing American idioms

BILINGUAL EDUCATION

Bilingual education provides instruction in a student's own language until that student learns English well enough for total instruction in English. It is *transition* instruction . . . a remedy, a bridge. As soon as the student demonstrates he or she can learn in classes conducted in English, the student should no longer expect to receive instruction in his or her own language. If, because of *local* decisions, the student does continue to receive instruction in his or her own language, then that student is receiving *enrichment* instruction, the same as would any English-speaking student if taking a second language.

How many students in a district may need bilingual education? Perhaps none. Perhaps one. Perhaps many.

What languages may be the student's "own language"? *ANY* language except English.

Where may districts turn to help the student who cannot yet benefit from instruction conducted in English? Any of the following:

Specialist, Bilingual Education
Oregon Department of Education
Salem, OR 97310
(503) 378-3786

Director
Center for Bilingual Education
Northwest Regional Educational Laboratory
710 SW 2nd Avenue
Portland, OR 97204
(503) 248-6881

Director
Center for English as a Second Language
PO Box 751
Portland, OR 97207
(503) 229-4088

Director
Bilingual Training Resource Center
122 Miller Hall
Seattle, WA 98195
(206) 543-9424

Director
Bilingual Education Technical Assistance Center
PO Box 1357
Tacoma, WA 98401
(206) 383-1811, extension 4473

Director
Asian American Bilingual Center
2168 Shattuck
Berkeley, CA 94704
(415) 848-3199

Director
Asian Bilingual Material Center
Suite 404, 10801 National Boulevard
Los Angeles, CA 90064
(213) 474-7173

Director
National Clearinghouse for Bilingual Education
1500 Wilson Boulevard, Suite 802
Rosslyn, VA 22209
1-800-336-4560

In addition, the following companies provide catalogs for materials in various languages, mostly Spanish-English.

Anaya-Las Americas
152 E 23rd Street
New York, NY 10010

BABEL
1414 Walnut Street
Berkeley, CA 94709

Bilingual Educational Services, Inc
PO Box 669
1607 Hope Street
South Pasadena, CA 91030

Continental Book Company
11-03 46th Avenue
Long Island City, NY 11101

Education and Communication
PO Box 598
Northport, NY 11768

Lakeshore Curriculum Materials Company
16463 Phoebe Avenue
La Mirada, CA 90637

Materiales en Marcha
2950 National Avenue
San Diego, CA 92113

Multi-Media Teaching Aids, Inc
47-57 41st Street
PO Box 4247
Long Island City, NY 11104

National Textbook Company
8259 Niles Center Road
Skokie, IL 60076

Parents' Magazine Films, Inc
52 Vanderbilt Avenue
New York, NY 10017

Regents Publishing Company, Inc
2 Park Avenue
New York, NY 10016

Santillana Publishing Company
575 Lexington Avenue
New York, NY 10022

Webster/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Wible Language Institute, Inc
24 South 8th Street
PO Box 870
Allentown, PA 18105

SECOND LANGUAGES IN THE ELEMENTARY SCHOOLS

Teaching second languages in the elementary school is not a new idea. It dates back to at least 1840 when the first known program was introduced in Cincinnati, Ohio. Today these programs exist throughout the United States and are generally referred to by the commonly accepted acronym FLES (Foreign Language in the Elementary School). The purpose of FLES is to develop linguistic skills to include the complete control of the sound system and the ability to use the second language as normal speech.

Schools initiating a FLES program should carefully consider the following before launching the program:

- readiness of the school for FLES
- justification for the program
- scheduling
- choice of language
- teacher recruitment
- teaching methods
- grade levels
- student selection
- program articulation
- community support and program approval

Readiness of the School for FLES

For a FLES program to be successful, it must have the support of the majority of the staff, not just those who are actually involved in teaching the program. Opportunities such as comparing grammar and syntax in communication classes and comparing cultures in social studies classes should be utilized to integrate FLES into the total school curriculum. Including art, literature and music of the target culture has obvious value.

Justification for the Program

A well-planned FLES program can promote human relations by producing bilingual or multilingual adults qualified to seek employment anywhere in the world in a variety of positions requiring second languages.

Career awareness (see pages 45-46) offers a variety of ways for students to begin learning about alternatives potentially open to them.

Scheduling

Ample time for instruction must be provided for the program to be successful. Most high schools schedule a minimum of 200 minutes per week; some may allow up to 275 minutes per week. FLES programs allowing seventh and eighth graders to earn high school credit should meet the standards of the receiving high schools. Generally seventh and eighth grade students cover the first year of the high school program and are scheduled into the second year of the program as ninth graders. Other schedules include the possiblity of completing the first year in one and one-half years or less. The following time schedule might be used as a pattern, with variations depending upon the goals of the program:

Grade 6	75 to 100 minutes per week
Grade 7	90 to 100 minutes per week
Grade 8	90 to 125 minutes per week

In grades 3, 4 and 5, 20-minute classes would be desirable, although other time allotments have been satisfactory. Second languages are initiated in even earlier grades in some public and private schools.

Choice of Language

The most practical point for consideration in choosing the particular FLES language to be taught in a school may be the availability of a teacher; however, several other factors to consider include:

community desires concerning the language to be taught
opportunity for continued study of the language
usefulness of the language
world stature of the language
technical importance of the language
geographical location of the student who will speak the language

Teacher Recruitment

Qualified teachers of second languages should be employed in the FLES program. It is unfair to students and teacher to decide on a language and then staff the class with a reluctant or unprepared teacher. If the school does not have a qualified staff member willing to teach the class, perhaps an itinerant teacher could be found?

Teaching Methods

A good FLES program must ultimately place an equal emphasis on the four components of the second language program: listening, speaking, reading, writing.

If the FLES program is started in the primary grades, aural communication is stressed first and oral responses encouraged; reading and writing are supportive. If FLES is started at grade 6 or 7, the four components should be stressed simultaneously. Reading and writing are aids to the development of audiolingual skills. Teaching methods should consider that all students are not audio-minded. Many learn best from printed materials or from reinforcement through writing (besides, many times subjects without written materials are not taken seriously by students).

Grade Levels

Successful FLES programs have been started in grades 3 and 4. Grades 5 and 6 may be better. Students should have a good start in reading, as well as an adequate command of their native language, before commencing a second language. Many countries begin instruction at ages 10 or 11; Austria starts at age 8, while Ireland favors age 13. Taking advantage of imitative and retentive processes at their peak aids the development of rhythm, intonation and mastery of speech patterns.

Student Selection

Successful FLES programs may be developed with a variety of patterns for student participation. The program might include:

only the able who are properly motivated

all students who want to study the language or whose parents want them to participate in the program

all students for the first two years of the program, at which time only the successful ones will continue

all students for the cultural value and for a means to help decide future study

When a FLES program is taught in grades 7 and 8 as an accelerated program in which students earn high school credit, they should meet the high school standards in order to participate in the program. Programs can be designed to include virtually all students, particularly where emphasis is on listening and speaking skills.

Program Articulation

Goals should be clearly outlined. Lines of communication with the high schools should be open and maintained. In some high schools the elementary teachers are invited to attend the department meetings of the receiving high school.

When enrollment is sufficient and scheduling permits, FLES students should be placed homogeneously. And, where reasonable, high school programs should offer the same FLES language(s) so that able students desiring to continue with their study do not have to experience a break of a year or more before being able to continue in high school or at the college level.

A variety of audiovisual materials should be available for students. These might include:

- filmstrip projector
- opaque projector
- 16mm sound projector
- tape recorder
- television
- 16mm film
- filmstrips
- games & songs
- pictures
- props (e.g., puppets)
- records
- slides
- tapes
- books
- magazines

These items should be considered in determining the cost of the FLES program.

Community Support and Program Approval

Parents and community should be involved in forming goals and objectives for a FLES program. Financial and community support for a FLES program are both vital.

Ideally FLES is not a complete program in itself, but is the elementary school portion of a program that extends through grade 12. If properly initiated and maintained, it can be a rewarding experience for the students involved.

APPENDIX

PROFESSIONAL ORGANIZATIONS FOR TEACHERS OF SECOND LANGUAGES

Through meetings and publications of professional organizations, Oregon teachers of second languages have opportunities to meet with other teachers within their profession to exchange ideas and keep informed of current trends, methods and techniques, textbooks and materials, and educational programs of interest to them. In Oregon the following professional organizations are active in the promotion of the study of second languages:

Oregon Association of Foreign Language Teachers (OAFLT)
Oregon Foreign Language Council (OFLC)

Oregon Association of Foreign Language Teachers

The primary purpose of the OAFLT is to ". . . serve the membership and the general public of Oregon in their educational programs by promoting and improving the study of foreign languages and encouraging high standards of foreign language teaching." In the achievement of its purposes, the Association sponsors various activities, including conferences, workshops, colloquia, meetings, symposia, publications (e.g., *Spectrum*).

The secondary purpose of the OAFLT is to ". . . represent the profession of Foreign Language Education within the State of Oregon in national and regional organizations . . . ." The goals and activities of the OAFLT can be better achieved through its involvement with other organizations. The Association is, for example, a constituent member of the American Council on the Teaching of Foreign Languages (ACTFL) and should support affiliation on the part of its members. ACTFL's nationwide participation in second language education can be a valuable source of ideas for the state organization and offer changing perspectives to state second language leaders. Other national and regional organizations include:

American Association of Teachers of French (AATF)
57 East Armory
Champaign, IL 61820

American Association of Teachers of German (AATG)
523 Building, Suite 201
Route 38
Cherry Hill, NJ 08034

American Association of Teachers of Slavic and Eastern European Languages (AATSEEL)
Joe Malik, Jr., Secretary-Treasurer
Department of Russian and Slavic Studies
Modern Languages 340
University of Arizona
Tucson, AZ 85721

American Association of Teachers of Spanish and Portuguese (AATSP)
Richard B. Klein, Secretary-Treasurer
Holy Cross College
Worcester, MA 01610

American Council of Teachers of Russian (ACTR)
Claire G. Walker, Executive Treasurer
10 Club Road
Baltimore, MD 21210

Association of Departments of Foreign Languages (ADFL)
62 Fifth Avenue
New York, NY 10011

Modern Language Association of America (MLA)
62 Fifth Avenue
New York, NY 10011

National Federation of Modern Language Teachers Associations
c/o Department of French
State University of New York at Buffalo
Buffalo, NY 14260

Pacific Northwest Conference on Foreign Languages (PNCFL)
Changes each year

American Council on the Teaching of Foreign Languages (ACTFL)
2 Park Avenue
New York, NY 10016

The OAFLT relates itself to other disciplines and works with state organizations so there may be sharing of experiences and common ground for advancing the teaching profession. One such discipline is English as a Second Language, the state organization of which is the Oregon Teachers of English to Speakers of Other Languages (ORTESOL).

The OAFLT also encourages the AATs (the four on page 63) to have meetings and make presentations at state conferences and by allowing AAT presidents to become members of the OAFLT Board.

Oregon Foreign Language Council

As a supporting group for Oregon's teachers of second languages and professional organizations, the OFLC has been engaged in such activities as:

promoting public awareness of second languages

providing a continuous forum for discussion of second language concerns

initiating and carrying out action to facilitate communication among teachers of second languages

acting as a liaison with legislative and administrative bodies on such matters as legislative proposals and teacher certification

gathering and providing information on visibility-creating second language activities

The OFLC has also worked on many projects, including the establishment of the Roll of Honor Award, a publicity scrapbook, a teacher directory and an enrollment survey.

Professional Involvement

In order to maintain and support second language education, the OAFLT and the OFLC have maintained close working relations, not only with each other but also with the Oregon Department of Education. Both these organizations encourage membership of teachers of all languages, at all levels of teaching, in both private and public schools.

Teachers of second languages are urged to become involved with both organizations, as well as with national and regional organizations, particularly the AATs. For further information, contact the Language Arts Specialist, Oregon Department of Education.